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MI Ch. 1 + 2

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**Multiple Intelligences Chapter 1**

The main idea behind this chapter is to inform the reader of the original understanding the concept of “intelligence” and provide a new idea of how “intelligence” should really be defined. Unlike the popular concept of “left” and “right” brain functions that came about in the 70’s, Howard Gardner came up with the concept of having multiple intelligences (8 with the possibility of uncovering a 9th) that are developed in various portions of the brain. His idea has been supported by both psychometric findings and experimental psychological tasks. It is important to understand that these 8 different intelligences are held by every human being and vary in each person based upon one’s unique experiences and biological predispositions. It is also important to know that the multiple intelligences are likely combined with one another in order to complete a single function or process. As educator’s it is our job to recognize individual’s strengths and weaknesses in these different types of intelligences and form a model of instruction that utilizes their strengths while also fostering improvement across their whole range of intelligences.

**MI Chapter 2**

Once the idea of multiple intelligences is understood, it is crucial to understand the state of our own intelligences so that we can be aware of our own strengths and weaknesses that may alter how we attempt to educate others. If it is discovered that you currently excel in logical/mathematical patterns of intelligence but struggle in other areas such as musical or naturalist intelligences, it is possible to build on your lesser developed intelligences. The benefit of doing so will broaden your ability to not only learn in these different ways, but provide you with the skills to teach or relay information that appeal to those who excel in the various types. It should also be known that your current aptitude for logical/mathematical intelligences may not be your strongest skill set. It is possible that circumstances have led you to develop that skill set or portion of the brain more in comparison to others and that your true strongest intelligence has been limited by personal, cultural, or environmental factors.

For example, pretend it is the year 6,000 BCE and you are born into an early society that relies solely on hunting and gathering for sustenance. Your biological conditions offer you advanced frontal lobes and left temporal lobes allowing you the strengths of a linguistic-type intelligence. Unfortunately, since your companions have yet to develop an advanced system of communication, your innate abilities are undernourished due to those environmental circumstances, and you rely heavily upon your naturalist, interpersonal, and bodily-kinesthetic intelligences for survival. If only the educators of your time didn’t disregard your drawing of symbols on rocks as a mindless waste of time, you may have been credited for discovering writing and art.

The belief behind all of this is that in today’s age, we ought to understand that people have innate strengths that may either be obvious or obscure due to due to an event or circumstance that repressed its’ development early-on. To recognize and understand how to appeal to these strengths will bring confidence to an individual and a sense of reason towards the classroom.